**Odenville Intermediate School Student Diagnostic Data Document**

**I. Assessment Quality**

The primary assessments that Odenville Intermediate chose to use are ACT Aspire, given in the spring of 2015, and Scantron Performance Series assessments, given at the beginning of the 2015-2016 school year. Both assessments are aligned with the state courses of study. The ACT Aspire was first given in the spring of 2014, and the Scantron Performance Series was first given to students at OIS in the spring of 2015. Teachers assess students using the Scantron Performance Series assessment three times a year to identify the curricular needs for each student. The Class Standards Student Detail Report from the Performance Series provides data on the number of students who have mastered each standard in reading and math. This data was used to create our goals and drive our instruction.

All assessments given are valid, reliable, and unbiased. ACT Aspire and the Scantron Performance Series are both valid tests designed to measure progress toward mastery of Alabama Career and College Ready Standards. ACT Aspire and the Scantron Performance Series are unbiased because of the following: test items are free of stereotypes and do not represent any gender, culture, economic class, ethnicity or religion unfavorably. The ACT Aspire and the Scantron Performance Series is reliable because the data is a true representation of the curriculum needs of each individual class and is correlated to the Alabama Course of Study for both reading and math.

**II. Test Administration**

All assessments are administered with complete fidelity to administrative procedures. Scantron Performance Series assessments and computerized-based testing on ACT Aspire provide each student their own private login information. All test administrators have been trained on how to administer tests. Teachers monitor students taking the Scantron Performance Series and have been instructed not to assist students with completing the test. The results are an accurate representation because all students are required to take these assessments. Students who were absent are pulled to make-up the assessment in a timely manner. Students with Individualized Education Plans can have the option of taking assessments with accommodations as stated in IEP plans. Administrators also monitor the amount of time students spend taking the test to determine if students are actively engaged in the assessment to reflect the time needed to show success.

**III. Quality and Equity of Learning**

ACT Aspire results reveal that 47% of students in fifth grade, 34% of students in fourth grade, and 51% of students in third grade are ready in the area of math. 27% of students in fifth grade, 19% of students in fourth grade, and 26% of students in third grade are ready or close in the area of reading. ACT Aspire results reveal that 5% of students in fifth grade, 9% of students in fourth grade, and 15% of students in third grade are in need of support in math. 28% of students in fifth grade, 41% of students in fourth grade, and 52% of students in third grade are in need of support in reading.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Math** | **Science** | **Reading** |
| **Overall** | 44% | 32% | 24% |
| **Grade 3** | 51% | N/A | 26% |
| **Grade 4** | 34% | N/A | 19% |
| **Grade 5** | 47% | 32% | 27% |

ACT Aspire data was also analyzed for strengths and weaknesses within skill sets. In reading, there was a positive trend in the area of key ideas & details. This was a strength among third and fifth graders for two years in a row. In fourth grade, integration of knowledge & ideas was also an area of strength during both years. These strengths are areas of consistency.

**Skill Proficiency Comparisons: Reading**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Highest** |  | **Lowest** |
|  3rd grade 2014 | Key ideas & Details | Craft & Structure | Integration of knowledge & Ideas  |
| 3rd grade 2015 | Key ideas & Details | Integration of knowledge & Ideas | Craft & Structure |
| 4th grade 2014 | Integration of knowledge & Ideas | Key ideas & Details | Craft & Structure |
| 4th grade 2015 | Integration of knowledge & Ideas | Craft & Structure | Key ideas & Details |
| 5th grade 2014 | Key ideas & Details | Integration of knowledge & Ideas | Craft & Structure |
| 5th grade 2015 | Key ideas & Details | Craft & Structure | Integration of knowledge & Ideas |

 ACT Aspire data was also analyzed for strengths and weaknesses within skill sets in math. There was a negative trend in the area of number & operations with fractions in fourth grade. This was the lowest skill set in math for fourth graders for two years in a row. Measurement & data is an area of weakness in third grade, but it is an area of strength in fourth and fifth grades. Third grade teachers will use Scantron Achievement Series and Alabama Insight tool as resources to improve in this area.

**Skills Proficiency Comparisons: Math**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Highest** |  |  |  |  |  |  |  | **Lowest** |
| **3rd grade 2014** | Justification & Explanation | Modeling | Number & OperationsFractions | Grade Level progress | Foundation | Geometry | Number & Operations in Base 10 | Operations & Algebraic Thinking | Measurement & Data |
| **3rd grade 2015** | Number & OperationsFractions | Number & Operations in Base 10 | Foundation | Grade Level progress | Justification & Explanation | Modeling | Geometry | Operations & Algebraic Thinking | Measurement & Data |
| **4th grade 2014** | Operations & Algebraic Thinking | Geometry | Number & Operations in Base 10 | Measurement & Data | Modeling | Justification & Explanation | Foundation | Grade Level progress | Number & OperationsFractions |
| **4th grade 2015** | Number & Operations in Base 10 | Measurement & Data | Geometry | Operations & Algebraic Thinking | Foundation | Modeling | Justification & Explanation | Grade Level progress | Number & OperationsFractions |
| **5th grade 2014** | Measurement & Data | Justification & Explanation | Operations & Algebraic Thinking | Foundation | Grade Level progress | Modeling | Geometry | Number & Operations in Base 10 | Number & OperationsFractions |
| **5th grade 2015** | Justification & Explanation | Measurement & Data | Number & OperationsFractions | Grade Level progress | Foundation | Geometry | Modeling | Number & Operations in Base 10 | Operations & Algebraic Thinking |

Comparisons were made between beginning of the year Scantron Performance Series data and the ACT Aspire data from the spring of 2015. The data was compared for the same group of students so that valid comparisons can be made from the results. On Performance Series, more students were above average or high average in reading than were ready on Aspire reading. On Performance Series, more students were below average in math than in need of intervention on Aspire math. These results indicate that goals are needed to address weaknesses in reading and math. Goals have been formed to address the needs of all students and at-risk students in reading.

**Comparison of 2014-15 ASPIRE to Scantron BOY 2015-16**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **% Ready ASPIRE Reading** | **% Ready Scantron** **Reading**  | **% Ready ASPIRE** **Math** | **% Ready Scantron** **Math** |
| 5th grade students  | 19% (when in 4th grade) | 48% (BOY) | 34% (when in 4th grade) | 26% (BOY) |
| 4th grade students | 26% (when in 3rd grade) | 40% (BOY) | 51% (when in 3rd grade) | 43% (BOY) |

When ACT Aspire data was examined longitudinally from 2014 to 2015, there were improvements in the overall scores of 5th grade reading and math. Fifth grade reading scores improved by 3%, and fifth grade math scores improved by 27%. In fourth grade, reading scores stayed the same, and there was a small decline in math scores of 5%. In third grade, there was a decline in both reading and math scores. Third grade reading scores decreased by 12%, and third grade math scores decreased by 7%. Fifth grade and third grade math scores were at or above the national average. Goals, strategies, and action steps have been developed to address areas in which scores have decreased.

**ACT Aspire Comparison Data: 2 Year Study**

|  |  |  |  |
| --- | --- | --- | --- |
| **MATH** | **3rd grade** | **4th grade** | **5th grade** |
| 2014 | 63% | 39% | 20% |
| 2015 | 51% | 34% | 47% |

|  |  |  |  |
| --- | --- | --- | --- |
| **READING** | **3rd grade** | **4th grade** | **5th grade** |
| 2014 | 33% | 19% | 24% |
| 2015 | 26% | 19% | 27% |